



BANGOR SCHOOL DEPARTMENT

Strategic Plan: *Pathways to Excellence*

2020-2030

May 2020



MISSION

We provide educational opportunities that inspire students and adults to grow every day, to thrive over time, and to aspire continuously for excellence as learners and people.

VISION

All students will experience a personalized and relationships-based education that accelerates learning, fosters achievement, and enhances readiness for college, career, and life after their time in Bangor schools.

Bangor School Committee

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Kathy Harris-Smedberg, Ph.D.
Assistant Superintendent

Jerry Hayman
Director of Business Services

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Director of Pupil Services

Our Call to Action: Marking the Pathway to Excellence

May 2020

Dear Parents, Students, Faculty, Staff, and Community Members:

The Bangor School Department has a long-standing tradition of academic excellence, and by many measures is considered among the best school systems in the State of Maine and across the nation. Just a few of our state and national recognitions include:

4 National Blue Ribbon Schools of Excellence, and a fifth school nominated and awaiting confirmation in the Fall of 2020
 Standard and Poor's Magazine Outperformer Award
 Newsweek Top High School Award
 Parents' Choice Award
 Sports Illustrated Top 50 and Best in the State of Maine
 Numerous State, New England, and National Championships and Winners
 More National Merit Scholars and Semi-Finalists than any Maine high school, public or private

Yet our work is never done, and we must continually strive for the next level of excellence. Contained in this far reaching ten-year strategic plan, *Pathways to Excellence*, you will find challenging goals in the four areas of excellence, learning and teaching, engaged relationships, and safety and well-being. Each goal has four to five outcomes moving us towards the accomplishment of our goal of all graduates being college or career and life ready for a bright and full future.

Start defining success as any path that leads to a happy and healthy life. Start teaching us to make our own paths, and start guiding us along the way.

George Couros, a U.S. public education student

For far too long, public education has been measured by the percentage of graduates going on to four year universities. The college track pathway was seen as the success route for all. Fortunately, Bangor views student success in a variety of pathways that allow "ladders not chutes" for each and every student. By this we mean pathways or ladders up that allow student success to rise over time for postsecondary success through college and career readiness. Further, we avoid chutes that take a student off track on a downward slide and make it nearly impossible for them to pursue another pathway. The ultimate goal is for all graduates to be college, career, and life ready so that they may pursue any postsecondary pathway that brings them happiness and good health. Our world is richer when all pathways are honored and supported.

Jim Collins, author of *Good to Great: Why Some Companies Make the Leap...and Others Don't*, advised the State of Arizona in their work documented in the March 2006 Report, "Why Some Schools Beat the Odds And Others Don't". Researchers found successful schools do things very differently than unsuccessful schools, and the things that successful schools do are common practices for any effective organization. They found six common characteristics: clear bottom line, ongoing assessment of progress, strong/steady leadership, collaborative solutions, stick with program/plan, and built to suit whereby schools focus on individual performance.

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 of Schools

These ideas boil down to disciplined thought, disciplined people, and disciplined action, which are the elements of Bangor's success. Bangor has the proven formula to meet this challenge:

- Consistent and visionary leadership of the School Committee and Administration
- Dedicated and knowledgeable faculty and staff
- A supportive and engaged community
- Involved families
- Hard-working students

We thank the numerous teachers, administrators, School Committee members, parents, students, and community members for their feedback and work on this plan. It truly was a collaborative effort!

As L.R. Knost says, "It's not our job to toughen up students to face a cruel and heartless world. It is our job to raise students who will make the world a little less cruel and heartless." In Bangor, we believe this is our calling and we thank the community for their support as we put *Pathways to Excellence* into action.

Sincerely,



Betsy M. Webb, Ed.D.
Superintendent of Schools



Warren Caruso, Chair
Bangor School Committee

Pathways to Excellence

The Strategic Plan
for the
Bangor School Department

2020-2030

Approved: May 28, 2020

BANGOR SCHOOL DEPARTMENT **Strategic Plan 2020-2030: Pathways to Excellence**

Introduction

As we frame the work of the schools in this most recent ten-year strategic plan, the community can look back with pride at the accomplishments of students and teachers over the previous ten years. A third, fourth, and awaiting confirmation of a fifth Blue Ribbon School of Excellence and multiple other state and national recognitions confirm that a foundation for success has been built in Bangor. Consistent and visionary leadership, supportive and involved families and community, skillful and dedicated educators, and talented and hard-working students make Bangor a special place to live, work, be educated, and raise children.

This foundation will be more important than ever as we commit to growing students who are ready for life as 21st Century learners, citizens, and leaders over the next decade. Ready students as learners will depend on our continued commitment both to their achievement and to their curiosity, critical thinking, and capability to engage with others. Embracing and celebrating the diversity within our schools and our community will ready students for citizenship in a wonderfully diverse world that will be increasingly accessible both virtually and in person. And, building student leadership and courage to take action will depend on meaningfully blending these core experiences over their time in our schools.

Leading voices in education will help us mark the pathways to excellence over the next ten years. Research continues to tell us that teacher confidence and ability to engage and support all students is critical, and this plan commits to professional learning that will help teachers and students grow and thrive together. A proven national set of college, career, and life readiness standards will help guide our students toward personal excellence and opportunity. And, we open the decade committed to a cycle of curriculum review to ensure that it remains engaging, challenging, and reflective of the diversity of human experiences and perspectives within and beyond our community.

The title *Pathways to Excellence* reflects the importance of everyone with a connection to our schools. To employees, it affirms that we all contribute importantly to our continued excellence. We hope this plan invites families to deepen their connection to the schools and to seek opportunities to support the pathway for their students and perhaps others. To students, the meaning will emerge over time as they experience personalized learning and are asked to think about, plan, and pursue pathways to success in their lives. And to the Bangor community and beyond, *Pathways to Excellence* characterizes a system that is purposeful, thoughtful, and committed to developing human capital across the schools.

While *Pathways to Excellence* represents the critical content of the Bangor School Department's strategic planning, it is not intended to be inclusive of all School Department efforts to impact teaching and learning. Parallel initiatives, some referenced in the ensuing pages, can be found in the Bangor School Department Comprehensive Education Plan maintained in the Office of the Assistant Superintendent of Schools. The Table of Contents of this plan is attached as Appendix A.

Challenges

The department must again anticipate the multilayered challenges it faces in order to accomplish its mission of providing educational opportunities that inspire students and adults to grow every day, to thrive over time, and to aspire continuously for excellence as learners and people. Previous strategic plans enumerated several challenges that now are grouped thematically and are re-identified as issues for the department to recognize and address as it seeks to preserve and build upon current successes:

Ever-increasing complexity of student needs. The department is continuing to see an increase in the complexity of student needs similar to the national and state-level trends. Needs range from an increase in the number of students qualifying for free lunch to increases in special education and social and emotional needs. The department must continue to advocate for necessary resources and programming while maintaining its work on the vision of all graduates being college or career and life ready for postsecondary success.

Communication. In the age of social media and immediate access to technology, the need to communicate more quickly and accurately has increased tremendously. In order to best engage our parents, students, staff, and the community, the department must continue to grow in its ability to communicate in a variety of ways. Communication strategies are necessary for a variety of needs such as to inform, to clarify, to communicate safety concerns, to motivate, etc. These strategies will fail to be effective if the job is added onto employees' job descriptions without support and expertise. Resources must be dedicated to this necessary and critically important challenge.

Responding appropriately to the pace of societal change. The pace of change will remain a challenge for organizations that are preparing students for a continually evolving future. With the forecast of greatest job growth in the creative, non-routine work sector and with knowledge that many 2020-2030 graduates will occupy jobs that have not yet been created, the schools must appropriately diversify the instructional experience in a way that is not only rigorous but also engaging, relevant, and in pace with the inevitable cultural change.

Responding to pandemics or other circumstances that may require remote education. The severity of COVID-19 brought unexpected challenges to education, precipitated by orders to shelter in place, maintain physical distancing, close businesses, and provide remote education for students. Understanding that remote educational practices are very different from traditional classroom learning, and that remote learning days may be necessary in the future, the department must continually research, revise, and implement effective remote learning practices and safety measures, while also continuing to provide a rigorous education for each student and support for everyone's wellbeing and mental health.

Aging buildings and facilities. The eleven school buildings are approximately 50 to 100 years old and the department must develop a long-range comprehensive facility plan, in addition to the annual approval of the five-year minor capital improvement plan, in order to best manage the facilities for optimal learning environments. The Oak Point Associates School Evaluation Report dated June 26, 2019 provides a comprehensive evaluation of the condition and needs of each of the buildings while also providing three options for facility discussion about the investment the community must make in its facilities. The department must also consider the current needs of the athletic fields and facilities in its plans as the current conditions do not meet today's standards.

Bangor as a regional service center. A variety of reasons, chief among them the reputation for quality, will continue to draw individuals and families from Maine and beyond to Bangor to access educational programs, social supports, and medical treatments and related services. The schools will be challenged by a diversity of learning and programming needs within the student population in addition to issues of school attendance, student and family engagement, and mobility/transience as they seek to produce achievement that continue to defy demographics.

Pressures from a persistent, enduring economic downturn. Fifty-four percent of the student population accessing free meals is an important indicator of student need. The schools must usher students and families through the challenges of need with nurturing environments and with the consistent organizational philosophy that a top-quality education is the best promise for a bright, secure future. On the state level, the department must actively compete for educational funding through political action and through continued efficient achievement of its schools. Locally, the schools must continue to communicate their value to all Bangor households, a decreasing number of which include school-age children.

Ever-changing federal and state accountability measures. Federal accountability standards and the expectations for the nation's schools often do not adequately address the needs of a rural state the size of Maine. State accountability measures must align to federal expectations and consequently, initiatives are constantly changing and often in the absence of proven results. The department must anticipate and oppose changes in accountability, grant administration, and legislation or rulemaking that run counter to its organizational ethics and threaten its proven ability to document excellence through a focus on high local achievement standards.

The complex, intertwined challenges of the next decade require action within the schools that is equally and constructively intertwined. As reflected in past strategic plans, the efforts over the next decade begin with the opportunities, values, and competencies outlined in the ensuing sections. However, a new level of organization efficiency is established through the creation of system goals that the ten schools share—along with the knowledge, skill, leadership, and other hard and soft resources to achieve them. Ultimately, the Bangor School Department addresses these challenges with the full confidence of what Peter Senge in his book, *The Fifth Discipline: The Art and Practice of the Learning Organization* (Senge 1990) terms a “learning organization

where people continually expand their capacity to create the results they desire, where new and expansive patterns of thinking are nurtured, where collective aspiration is set free, and where people are continually learning to see the whole together.”

Opportunities to Pursue

As the decade opens, the department stands to benefit uniquely by pursuing the following opportunities that strengthen pathways to excellence:

- **Embracing the diversity in our community.** Bangor is a community of different ethnicities and a varying range of religious, cultural, racial, and socio-economic backgrounds and experiences - assets that can help students and adults learn with and from one another to strengthen cultural competency within and beyond the schools.
- **Leveraging its reputation for excellence.** At a time when the State of Maine is experiencing declining student enrollment and within a school funding formula that depends greatly on School Administrative Unit (SAU) enrollment, Bangor can expand its profile as the school system of choice to attract students and families from within and beyond the region.
- **Attracting, developing, and retaining high quality educators.** As the department continues to be mindful of the balance of experience across the teaching staff, drawing the interest of highly-prepared educators will provide opportunity to best manage attrition over time.
- **Developing a formal communication strategy.** At a time when communication media and habits are evolving, organizations including school systems that seek and apply understanding of the most effective communication practices will be in position to use that knowledge to pursue their goals.
- **Cultivating and enhancing partnerships.** Within this region of the state, Bangor, as a large municipal district, is in the best position to seek or expand collaborations with higher education institutions and with public / private organizations with compatible missions.
- **Continuing to lead the regionalization / cost-sharing initiative.** As the largest district in the region and a proven capacity to operationalize regionalization of services, Bangor is in position to lead the pursuit of additional cost-saving / cost-sharing initiatives.

Mission, Vision, Core Values, and Core Competencies

In May 2020, the Bangor School Committee approved revised Policy AD School Department Mission, Vision, Core Values and Core Competencies (Appendix B) to clarify the priorities excerpted here:

MISSION: We provide educational opportunities that inspire students and adults to grow every day, to thrive over time, and to aspire continuously for excellence as learners and people.

VISION: All students will experience a personalized and relationships-based education that accelerates learning, fosters achievement, and enhances readiness for college, career, and life after their time in Bangor schools.

FOUR CORE VALUES:

Excellence

We believe the pathway to excellence begins with every student being challenged and supported to learn every day; that adults must approach their role in supporting student learning and development with pride, purpose, and commitment to growth; that each school must work, both individually and collaboratively, to best serve all Bangor students; and that a culture of excellence is sustained through effective and consistent leadership and direction setting.

Learning & Teaching

We believe that we must engage every student, every day in higher order thinking; that a feeling of self-efficacy within our teachers brings about learning and confidence within our students; that a core Bangor curricular experience and meaningful assessment must guide our efforts to continuously grow on all levels; and that through our care and direction all students can develop the academic, social-emotional, and interpersonal skills to identify and pursue a personalized pathway to excellence.

Engaged Relationships

We believe that the success of students and the schools begins with personalized connections between and among students, teachers, and administrators; that extending those connections beyond the classroom is essential to student growth, development, and resiliency; that engaging families and community partners can help us achieve common goals with and for our students; and that the skill and habit of purposeful collaboration strengthens pathways to excellence for students, teachers, and the department.

Safety & Well-Being

We believe that every person in our schools contributes to a feeling of safety and well-being; that teaching and modeling the power of kindness builds a daily and cumulative foundation of equity, fairness and trust; that diversity within our schools and our community is an asset that makes us stronger; and that our commitment to safe and secure buildings creates opportunity for students, teachers, and administrators to thrive.

Core Competencies and Initiatives

Actions that support a pathway to excellence across the schools:

1. Prioritize the instructional process and protect teaching and learning time
2. Align professional growth to personal and department goals
3. Select / develop curriculum and resources in response to system and student needs
4. Consult or conduct valid research to inform best educational practice
5. Instruct based on the needs of the learner and prioritize higher order thinking every day
6. Provide opportunities for engagement of students within / beyond the school day
7. Seek community support for schools and family involvement in student life
8. Develop responsible and respectful behavior and habits of kindness
9. Manage for the best use of resources to maintain safe, supportive buildings
10. Develop partnerships that inform and enhance safety and security

Conclusion

An often observed challenge in moving one's progress forward is the "theory/practice gap" – the period of time required to put a learned strategy into effective use. The Bangor School Department leaves no gap between the organizational philosophy established above and its implementation in the schools, a process that begins with the System Goals outlined in the succeeding pages and then is fully realized through the long-standing School Core Competency continuous improvement process. Through horizontal and vertical collaboration within and among its ten schools, the department continually pushes itself to new levels of performance with the ultimate goals of pathways of excellence for all.

System Goals

Bangor School Committee Policy ADA School System Goals (Appendix C) establishes the process through which its priorities are to be realized:

In order to pursue excellence across the organization, the Superintendent shall be responsible for establishing goals that direct the individual and collective efforts of the schools. Department goals are embodied in the Bangor School Department Ten-Year Strategic Plan and are enacted primarily through the annual School Core Competency (SCC) continuous improvement planning process.

The Superintendent will lead the SCC process that considers education research, local, state and national achievement trends, and other valid and reliable sources of information and professional learning to establish short-term and long-term goals and objectives that prioritize and communicate the work of the schools.

The four system goals and the 17 objectives on the ensuing pages provide the organizational direction of the Bangor schools over the next decade as reflecting in Policy ADA.

School Department Goals

Excellence

1. 80% of students will be proficient on BSD local assessments in all content areas
2. 40% of students will access accelerated programming
3. 100% of graduates will demonstrate college or career, and life readiness
4. 90% graduation rate as defined by the 4-, 5-, and 6-year cohorts

Teaching and Learning

1. 100% of the staff will be trained in best practices in literacy and numeracy instruction
2. 100% of the staff will be trained in social/emotional learning and de-escalation strategies
3. 100% of the staff will be trained in cultural competency and implicit bias. The curriculum will be reviewed to highlight diverse populations and contributions
4. 100% of the staff will be trained in best practices for differentiation and higher order thinking

Engaged Relationships

1. 100% of students will demonstrate proficiency in the six global competencies: character, citizenship, collaboration, communication, creativity, and critical thinking
2. 95% of the students will participate in at least two extra and co-curricular activities
3. 100% of Bangor schools will offer a minimum of ten parent activities
4. 100% of Bangor schools will have partnerships with higher education institutions and local organizations

Safety and Well-being

1. By 2025, a state application for building construction will be submitted to the Maine Department of Education (MDOE)
2. By 2025, a full day pre-K program will be in place
3. 100% of the schools will conduct the required number of annual trainings (lockdowns, fire drills, evacuations, table tops, etc.) as outlined in the Comprehensive Emergency Management Plan
4. By 2025, a full-time communication director will be hired
5. 100% of students will receive instruction and support in social and emotional well-being, cultural competency, and implicit bias
6. Based on documented need and legal requirements, continue to add resources for students' mental health and emotional wellbeing

School Department Goals explained:

Excellence:

1. Local assessments are aligned to state and national assessments. All schools, all content areas (i.e. ELA, math, science, social studies, art, music, physical education, and all electives) shoot for 80% proficiency, which through statistical analysis aligns with proficiency on state and national assessments. Data is used from local assessments to determine students' strengths and areas for additional work. Faculty, staff, parents, and students have found it is more meaningful to focus on local assessments as state and national assessments often change and are completed on an annual basis.
2. Bangor wants students to be challenged and inspired to achieve at high levels. Bangor schools have met the standard of 40% of students accessing accelerated programming and although this is a high percentage, we want to maintain this level of students taking the highest challenges in accelerated classes, honors, advanced placement, and dual enrollment courses.
3. 100% of the students will demonstrate proficiency in college or career readiness from Redefining Ready, which has multi-metric, research-based indicators outlined in the Bangor School Department Graduation Policy, attached as Addendum B. Students are more than a test score and there are multiple pathways to excellence

including college, vocational education, enlistment in the service, and careers. The following two endorsements on the Bangor High transcript outline the definitions, based on research, of how a student may demonstrate College or Career Readiness. Whenever possible, students are encouraged to have both endorsements for college and career readiness.

College Readiness Endorsement: Research (including Geiser, Santelices 2007) establishes the high school cumulative grade point average (GPA) as the strongest predictor of future success in four-year college programs. Students who earn the research-based national benchmark 2.8 GPA in combination with one of the following research-based indicators shall earn the College Readiness Endorsement on the transcript:

- a. Complete a college-readiness math course and/or a college readiness English course with a grade of “C” or better.
- b. Achieve a score on the Accuplacer® or other valid screening exam that qualifies the student for a credit-bearing college mathematics course.
- c. Achieve a score on the Writeplacer® or other valid screening exam that qualifies the student for a credit-bearing college writing/composition course.
- d. Complete Algebra II with a grade of “C” or better.
- e. Achieve a score above the College Readiness Index on the PSAT/NMSQT® or the SAT®
- f. Complete a dual enrollment course in English or Mathematics with a grade of “C” or better.
- g. Complete an Advanced Placement® course with a grade of “C” or better.
- h. Earn a score of “3” or better on an Advanced Placement® Exam.

Career Readiness Endorsement: Students who earn transcript endorsement in the Maine Learning Standards for Career & Education Development through engagement in the Personal Learning Plan (PLP) process and achieve two or more of the following research-based indicators shall earn the Career Readiness Endorsement on the transcript:

- a. Achieve 90% school attendance over the previous 175 school days.
- b. Complete 25 hours of community service as accounted for and validated through the Bangor High School Key Club.
- c. Engage in a verified workplace learning experience, including Vocational Rehabilitation.
- d. Obtain a verified industry credential.
- e. Earn the WorkReady® Credential or Certificate of Completion.
- f. Successfully complete a dual enrollment course related to a career pathway.
- g. Earn articulation credit for successful completion of a career pathway course.
- h. Engage in two or more co-curricular or extracurricular activities in the most recent semester.

Life ready will be demonstrated through student portfolios at the early elementary, elementary/middle school, and through digital badges at the high school level in the six global characteristics of character, citizenship, collaboration, communication, creativity, and critical thinking.

4. Bangor will have a 90% graduation rate as defined by the Maine Department of Education cohort analysis for 4-, 5-, and 6-year cohorts. Bangor will strive to have 90% of the cohort graduate within four years. However, if students do not meet graduation requirements, Bangor High will continue to work with students in year five and six to earn their high school diploma.

Teaching and Learning:

1. 100% of staff will be trained in best practices in literacy and numeracy instruction. This will be completed through in-service trainings, coaching cycles, graduate level courses, and workshops. It is critically important that all teachers are up to date on the latest research of instruction and learning.
2. 100% of staff will be trained in social/emotional learning and de-escalation strategies. This will be completed through in-service training, work with social workers and counselors, graduate level courses, and workshops. It is critically important that all staff have training and the necessary skills to assist all students including those who have experienced trauma.
3. 100% of staff will be trained in cultural competency and implicit bias. This will be completed through in-service trainings, workshops, and graduate level courses. It is critically important that our schools and work places are free from discrimination and bias.
4. 100% of staff will be trained in best practices for differentiation of instruction and higher order thinking. This will be completed through in-service training, workshops, and graduate level courses. Staff must have this knowledge in order to personalize learning and meet students at their level of instruction.

Engaged Relationships:

1. 100% of students will demonstrate proficiency in the six global competencies: character, citizenship, collaboration, communication, creativity, and critical thinking. The need for character education is well documented. In the book, *Deep Learning Engage the World, Change the World*, Fullan, Quinn, and McEachen describe their research in which teachers, leaders, policy makers determined what skills were essential for students to know and be able to do as human citizens. Defining the six global competencies for deep learning identifies the several dimensions each skill has.

Character

- Learning to learn
- Grit, tenacity, perseverance, and resilience

Citizenship

- Thinking like global citizens by considering global issues based on a deep understanding of diverse values and worldviews
- Genuine interest and ability to solve ambiguous and complex real-world problems that impact human and environmental sustainability
- Compassion, empathy, and concern for others
- Civic literacy skills and dispositions necessary to actively participate in the civic life of one's community

Collaboration

- Working interdependently and synergistically in teams
- Interpersonal and team-related skills
- Social, emotional, and intercultural skills
- Managing team dynamics and challenges
- Learning from and contributing to the learning of others

Communication

- Communicating effectively with a variety of styles, modes, and tools including digital
- Communication designed for different audiences
- Reflection on and use of the process of learning to improve communication

Creativity

- Having an “entrepreneurial eye” for economic and social opportunities
- Asking the right inquiry questions
- Considering and pursuing novel ideas and solutions
- Leadership to turn ideas into action

Critical Thinking

- Evaluating information and arguments
- Making connections and identifying patterns
- Problem solving
- Constructing meaningful knowledge
- Experimenting, reflecting, and taking action on ideas in the real world

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Students will gather evidence along their own individualized pathway of their competency at the end of Grades 3, 8, and 12. Evidence may come from classrooms, community events, extra- and co-curricular participation. As students gather evidence, their proficiency will be documented in portfolios at the elementary and middle school levels and when in high school, digital badges will be awarded.

The Code of Conduct has been aligned to these six characteristics as presented in Appendix E.

1. 95% of the students will participate in at least two extra- and co-curricular activities. Research (See Appendix D) shows students involved in extra- and co-curricular activities feel a greater connection to school, have better academic outcomes, less behavior incidents, healthier choices are made, and a greater social emotional wellbeing. Bangor is committed to providing activities at all levels and for all students with after school bussing provided Monday through Thursday when possible.
2. 100% of Bangor schools will offer a minimum of ten parent activities. The Bangor School Department wishes to partner with parents to stress the importance of education with all students. Parent events will include academic preparation such as literacy and math nights, as well as social emotional learning events.
3. 100% of Bangor schools will have partnerships with higher education institutions and local organizations. In order to best prepare students to be college, career, and life ready by graduation, it is imperative that schools partner with high education institutions, business, and community organizations. Joint efforts should include ongoing conversations about how to best offer dual enrollment, internships, professional development, scholarships, job opportunities, etc. Bangor has a rich baseline to build off including the academies, vocational education, and business partnerships which should allow for even greater experiences over the next decade.

Safety and Well-being

1. By 2025, a state application for building construction will be submitted to the MDOE. Bangor schools range from 50 – 100 years old. In June of 2019, Oak Point Associates presented their School Evaluation Report to the Bangor School Committee. After conducting a full analysis of the ten schools' physical condition and recommended upgrades, replacement of aging building materials, and corrections to code deficiencies and based on facilities and program assessments, options for building utilization were developed with consideration of funding streams, project cost, space issues, trending enrollment, site potential, traffic circulation, and alternate grade configurations. Oak Point provided three options for consideration. The School Committee and School Department should make determinations in order to submit an application for school construction no later than 2025 as even if approved, the process usually includes a ten-year timeline.

2. By 2025, a full day pre-K program will be in place. Many schools across the country have moved to a full day pre-K program in order to best invest in early education and to remove the barrier a half day program creates for families. Space is the issue holding Bangor back in the expansion to a full day program. Currently, two half day programs are provided in each elementary school. Additional classrooms and staff would be needed to provide a full day program. With grade reconfigurations, options 2 and 3 or the Oak Point Associates School Evaluation Report would allow the necessary classroom space to expand the pre-K program to full day. The academic and social and emotional benefits of a full day program would provide advantages to be seen through students' public school experience.
3. 100% of the schools will conduct the required number of annual trainings (lockdowns, fire drills, evacuations, table tops, etc.) as outlined in the Comprehensive Emergency Management Plan (CEMP). Schools must provide necessary emergency training annually for students and staff. The Bangor School Department CEMP has been in existence since 2000 and is updated and approved annually by the Bangor School Committee in October. Students' and staff safety are a top priority, with continued and on-going training being regularly conducted.
4. By 2025, a full-time communication director will be hired. In the day of social media and instant communication, all organizations have to establish a comprehensive strategy to keep parents, students, staff, and the community informed. The Bangor School Department invested time and resources to numerous communication strategies including public access television, website, Bangor app, alert system, email, and social media platforms. However, to take communication to another level, a full-time communication director should be hired. Currently, communication responsibilities are placed on top of administrators and teachers' full plates. Having a comprehensive strategy with a full time communications director will better allow the organization to keep our public aware and up to date on school department news.
5. 100% of students will receive instruction and support in social and emotional wellbeing, cultural competency, and implicit bias. In order to provide wellbeing at the individual level, all students will receive on-going evidence-based social and emotional learning as well as work towards cultural competency and implicit bias. Great beginnings have been put in place over the past decade, and exciting partnerships are happening through the Educational Service Center of SPRPCE, which includes 24 school districts in the greater Bangor area. Further development, education, and support in this area will enhance students' life readiness.
6. Based on documented need and legal requirements, continue to add resources to support students' mental health and emotional wellbeing. Maine Department of Education Office of School and Student Supports Mental Health Specialist, Shea Bear, recommends: "Comprehensive mental health services are most effective when provided through a multi-tiered system of supports (MTSS) by school-employed mental health professionals. MTSS encompasses the continuum

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of need, enabling schools to promote mental wellness for all students, identify and address problems before they escalate or become chronic, and provide increasingly intensive, data-driven services for individual students as needed. Access to adequate staffing of school-employed mental health professionals is essential to the quality and effectiveness of these services.” Given the trauma of the pandemic and isolation during remote learning, it is critically important that schools continue to add resources and partnerships to support students’ mental health and emotional wellbeing. Additional resources may include, but are not limited to, partnerships with organizations and providers, additional licensed clinical social workers, school nurses, behavioral health professionals, psychologists, board certified behavior analysts, etc. These resources coupled with on-going social and emotional instruction are necessary to provide a comprehensive, multi-tiered approach of support.

Over the next ten years as the Bangor School Department works to accomplish the goals set forth in this plan, it will be important to embrace the six factors to drive gains in student achievement found in the March 2006 “Why Some Schools Beat the Odds with Latino Children and Others Don’t” research. These six factors were identified as common practice in all successful organizations and not specific to schools with certain demographics. Bangor’s success as an outperformer whereby student achievement is above what the demographics generally predict is built upon these principles and should continue to be the mainstay of the school department’s work.

Foundation of Success*

Measure of Success

Disciplined Thought

1. Clear Bottom Line – Not waiting for something to be different, but doing the best for every student under the circumstances

Student academic achievement

2. Ongoing Assessment – Frequent in-school assessments to spot problems early and drive improvement

Disciplined People

3. Strong, Steady Leadership – Focused on the things that will truly improve schools and keep pushing no matter the roadblocks.

Student academic achievement

4. Collaborative Solutions – Problem solving is from the bottom up involving those closest to the students and not concentrated to a select few

Disciplined Action

5. Stick with the Program – It is not about a particular program. It's about selecting a good one, sticking with it, and making it better and better.

Student academic achievement

6. Built to Suit – Intervention is personalized so it suits each student's needs

*Taken from Waits, Mary Jo, Campbell, Heather E., Gau, Rebecca, Jacobs, Ellen, Rex, Tom, Hess, Robert K. (2006, March) "Why Some Schools with Latino Children Beat the Odds...and Others Don't."

The Bangor School Department prioritizes a rich offering of extra and co-curricular activities for its students. Appendix F is the plan for continuing the critically important extra and co-curricular activities during 2020-2030.

Glossary

Accelerated Programming – Completing an educational plan in less time than normally planned

Accuplacer® - A test high school students take to help colleges/universities make accurate placement decisions

Advanced Placement® - A program created by the College Board that offers college level curricula to high school students

Advanced Placement® Exam – A test created by the College Board that assesses a student’s level of proficiency in a specific Advanced Placement® course

Best Practices – Instruction that is accepted by professionals as being of high quality and most effective

Blue Ribbon School of Excellence – Schools that are recognized as exemplary by the U.S. Department of Education. Awards can be given for high academic achievement or closing achievement gaps.

Co-Curricular – Activities, programs, and learning experiences that complement the formal curriculum

College or Career, and Life Ready – Students leave high school with the necessary skills to be successful adults

Comprehensive Emergency Management Plan (CEMP) – The methods that describe how to prepare and implement actions during emergency situations

Comprehensive Facility Plan – The plan that aids school districts and communities in understanding the current state of their buildings and grounds, and how they support educational goals

Core Competencies – Essential levels of understanding and proficiency of identified skills and knowledge; actions that support a pathway to excellence across the schools

Core Values – An important principle, standard, or behavior

Cultural Competency – Behaviors, beliefs, attitudes, structures, and polices that aid one in understanding, communicating, and interacting with diverse populations

De-escalation – To cause to become less dangerous or difficult

Demographics – The number and characteristics of people who live in a determined area or who form a particular group

Differentiation – The process of providing multiple pathways of learning a similar topic or skill

Diversity – Differences

Dual Enrollment – A course students are enrolled in that provides credit in two academic institutions – often high school and college/university

Extra-Curricular – An activity outside of the normal course of study or curriculum and providing no credit – Example: athletics or school clubs

Goal – An aim or purpose

Higher Order Thinking – Understanding concepts and skills beyond basic levels of knowledge

Interpersonal Skills – Qualities and behaviors exhibited when interacting with other people; the skills used to interact with people

Multi-Metric – Many pieces of information or data

Mission – The result the school is trying to achieve through its plans and actions

Mobility – To move; in school districts mobility refers to how often a student may move to or from a school

Objectives – a goal; plans to achieve a goal

Personalized Learning Plan – An educational pathway that customizes learning for an individual student based on her/his strengths, needs, and skills

Personalized Pathway – A unique learning plan for each student

PSAT/NMSQT® - Preliminary SAT/National Merit Scholarship Qualifying Test for high school juniors, sophomores, and freshmen

Regional Service Center – An area that provides a concentration of services

SAT® - A standardized test used for college admissions

Self-Efficacy – A person's belief they can be successful when carrying out a particular task

Social Emotional Learning – The process through which people acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions and behaviors, set and achieve goals, feel and show empathy for others, establish and maintain relationships, and make responsible decisions

Social Media – An electronic means of communication (e.g. websites, applications, microblogging) that allow users to create and share information, ideas, personal messages, or other content, or participate in social networking

Theory/Practice Gap – The period of time required to put a learned strategy into effective use

Transience – Passing through or a brief stay

Vision – A plan for the future

WorkReady® - A workforce training program

Writeplacer® - The writing test on the Accuplacer®

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100 highest-ranked high schools are spread across 22 states and the District of Columbia <https://www.usnews.com/education/best-high-schools/articles/2018-05-10/map-see-the-top-100-high-schools-in-the-nation>

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Bangor School Department Comprehensive Education Plan

Table of Contents

Vision & Goals

Bangor School Department Strategic Plan

- Academic Excellence for All 2010 - 2020

Policy AD (reviewed 9/12/2018)

- School Department Mission, Vision, Core Values, and Core Competencies

Policy ADA (reviewed 9/11/19)

- School System Goals

Reference

Personnel Plans

Personnel Policies & Regulations

- Policy AC (reviewed 9/25/19) - Nondiscrimination and Affirmative Action Chapter 125 § 4.02.E.3
- Recruitment and Selection of Personnel: Pre Employment Inquiry Guide Exhibit GBAA (September 2015)
- Policy GCA (reviewed 10/09/19) - Job Descriptions
- Sample job descriptions: Regulation GCAA-3 (revised 7/30/14) and GCAC-6 (revised 10/11/18)

Teacher Evaluation Plan

- In June 2016, the Maine Department of Education approved the Professional Evaluation and Professional Growth Systems plan submitted by the Bangor School Department for Teachers and Principals 20-A MRSA § 13702

Principal Evaluation Plan

- Policy GCNA (reviewed 10/09/19) - Evaluation of Administrators 20-A MRSA § 13705

Personnel Plan

- see Strategic Plan above
- School Core Competencies for 2016 - 2017 Chapter 125 § 4.02.E.3

Personnel Training & Development Plan

- Professional Excellence (faculty experience and education) 20 MRSA § 4502.L-1
- Policy GCL (reviewed 10/09/19) - Professional Staff Development Opportunities with Exhibit GCL Teacher Certification Handbook and form GCL Application for Professional Study Allowance (Courses)
- Regulation GCLA (reviewed 10/09/19) - Workshops, Conferences, and School Visitations, and Form GCLA Workshops and Conference application
- Copies of New Teacher Orientation Agenda and Teacher Academy Schedule for August 2016
See also, Strategic Plan and School Core Competencies noted above

Administrative Recertification Plan

- Penquis Regional Administrator Support System (PRASS) Chapters 502, 115, and 118

Provisional Teacher Support System Plan

- Teacher Certification Handbook

20-A MRSA § 13011

Student-Related Plans

Identification of Limited English Proficiency and Procedures for Identification of Students as Limited English Proficient

- Policy IGBD (reviewed 11/14/19) and Regulation IGBD (reviewed 02/25/15)
- Policy JLG (reviewed 10/22/19) - Admission of Homeless Students
- ESEA FY 17 Application - Title I - Homeless Liaison (McKinney-Vento)

20-A MRSA § 030, 5205.7

Personalized Learning Plans Information and Folder with contents

Student Dropout Prevention Plan

- Dropout Prevention Committee/Positive Action Committee twice yearly. Minutes from 12/6/16 and 05/9/17.
- Policy JECE (reviewed 10/22/19) - Dropout Prevention

20-A MRSA § 5103.5

Student at Risk of School Failure

- RTI "Response to Intervention" Plan

Chapter 125 § 4.02.E.2.b

Suicide Prevention Awareness Education Plan

- Training for high school staff completed October 2014. Training for middle school staff took place in August and September 2015. Training for new hires is ongoing. Response to Student Death/Suicide has been added to the Comprehensive Emergency Plan. Suicide Prevention Resources are listed on the Bangor School Department Website.

20-A MRSA § 4502.5-B

Program Plan

Comprehensive Guidance Plan K - 12

20-A MRSA § 4502.5H,
Chapter 125 § 9.02.C

Curriculum Development and Review Plan

- Samples of memos to parents regarding new K - 8 math curriculum, K - 12 ELA Chapter 125 § 4.02.E.2d and Math Curriculum information page from BSD website, sample of curriculum sequence document (Math Department Course Pathways), samples of summer 2016 projects, October 7, 2016 Teacher In-Service Day schedule reflecting review, development, and implementation of Curriculum.

Early Childhood Plan

- 2017 - 18 notice of pre-k registration, registration questionnaire, progress report, and assessments. 20-A MRSA § 4251
- Pre-K Application for Existing Pre-K Programs submitted to DOE 03/14/17 Chapter 124

Kindergarten Plan

- Samples of screening materials and assessments

20-A MRSA § 4801.1.D,
Chapter 125 § 6.03.B

K - 12 Chemical Health Plan with Appendix of Sample Lessons

Gifted & Talented

- Regulation IGBB (revised 10/22/19) - Gifted and Talented Identification Chapter 127 § 3.03.B, 20-A
- Policy IKE (reviewed 10/22/19) - Promotion, Retention, and Acceleration of Students
- Maine Department of Education Gifted and Talented Educational Program Initial 20-A MRSA § 8101-A

- Application 2015 - 2016 and Program Renewal Application 2016 - 2017
- Graduation: Policy IKF (reviewed 10/22/19) - Graduation Requirements 20-A MRSA § 402(8)

Library - Media Resources and Instructional Materials & Equipment

- Policy IIA (reviewed 10/22/19) - Selection of Instructional and Library-Media Materials
- Policy IGBCA (reviewed 10/22/19) - Comparability of Instructional Services Among Schools

Chapter 125 § 4.02.E4

Special Education Plan

- Policy IGBAB (revised 07/24/19) - Child Find for Special Education and Related Services
- Policy IGBAC (07/24/19) - Referral/Pre-referral of Students with Disabilities
- Regulation IGBAC (revised 07/24/19) - General Education Interventions and Referral to the Individualized Education Program Team and Administrative Procedure

20-A MRSA § 7202.4

Technology Benchmarks

- Approved by School Committee on July 25, 2018

Vocational Plan & Adult and Community Education Programs

- Bangor is a sending school to United Technologies Center (UTC), Maine Vocational Region #4 and offers Bangor Adult & Community Education Programs

20-A MRSA § 8306.2

Alternative Programs

- Bangor Regional Therapeutic Day Program - Exhibit AEB-11 Issued 04/28/14
- SPRPCE Innovative School Program (regionalized middle school alternative education school). Grant Application proposed to School Committee on February 8, 2017. Grant approved by DOE on May 4, 2017
- BHS Sundown Academy presented to School Committee on May 15, 2017. Program provides opportunity for juniors and seniors to access dual enrollment courses in a college format.

Operations

Crisis Response Plan

- Bangor School Department Comprehensive Emergency Management Plan was presented to and approved by the School Committee on October 25, 2016

20-A MRSA § 1001.16,
Chapter 125 § 10.02

Elementary and Secondary Education Act

- FY17 ESEA Application filed 8/1/2016

Technology Use Plan

- Technology Plan 2017 - 2020 approved by DOE July 1, 2017
- Regulation IHC (reviewed 10/22/19) - Instructional Time Guide

Chapter 125 § 4.02.E5
Chapter 125 § 6.02.B
Chapter 125 § 4.02.E.2.C

Facilities Planning

School Facilities Plan for Maintenance & Capital Improvements

Chapter 125 § 4.02.E6

- Bangor School Department 5-year Capital Improvement Plan 2017 - 2022 presented to and approved by the School Committee on March 22, 2017

Community Communication

- Examples of parent/community communication tools
 1. *Communique*
 2. School newsletters
 3. Bangor School Department website www.bangorschools.net
 4. Facebook
 5. Alert Messaging System
 6. Twitter
 7. Public Access Channel
 8. YouTube

SCHOOL DEPARTMENT MISSION, VISION, CORE VALUES AND CORE COMPETENCIES

The Bangor School Department establishes this policy to guide its strategic planning.

Mission: The Bangor School Department will provide educational opportunities that inspire students and adults to grow every day, to thrive over time, and to aspire continuously for excellence as learners and people.

Vision: All students will experience a personalized and relationships-based education that accelerates learning, fosters achievement, and enhances readiness for college, career, and life after their time in Bangor schools.

Core Values: These beliefs serve the primary value of high academic achievement and guide the work of the schools:

- 1. Excellence:** We believe the pathway to success begins with every student being challenged and supported to learn every day; that adults must approach their role in supporting student learning with pride, purpose, and opportunity to grow; that each school work, both individually and collaboratively, to best serve all Bangor students; and that a culture of excellence is sustained through effective and consistent leadership and direction setting.
- 2. Learning & Teaching:** We must engage every student every day; learning is achieved by cultivating curiosity and encouraging determination, focus, and hard work; and adult learning and engagement are key to student learning.

Therefore, we will encourage and support critical thinking, problem solving, active questioning, and healthy risk taking to continuously improve; stimulate discovery by engaging students in relevant and rigorous academic, social, and emotional learning experiences; and challenge ourselves to analyze and reflect upon evidence to improve our practices.

- 3. Engaged Relationships:** We believe meaningful collaboration is vital to our success; strong partnerships are built on trust and open and honest communication; and building relationships with our diverse community requires us to understand the perspectives and experiences of others.

Therefore, we will get to know students and staff members as individuals to better serve them; engage in interest-based decision making with our partners to achieve mutually agreed upon goals; and build strong relationships with students, families, staff, and community to support learning.

- 4. Safety & Well-Being:** We believe each individual's contributions add value to our learning community; fair treatment, honesty, openness, and integrity are essential; and the diversity of our culture, interests, skills, and backgrounds is an asset that makes us stronger.



Therefore, we will model civility in all interactions and encourage candid conversations; deal fairly and honestly with each other; and listen to others' perspectives with openness and accept that there are various points of view.

Core Competencies: Actions undertaken by our schools to realize the Core Values.

1. Prioritize the instructional process and protect teaching and learning time
2. Align professional growth to personal and department goals
3. Select/develop curriculum and resources in response to system and student needs
4. Consult or conduct valid research to inform best educational practice
5. Instruct based on the needs of the learner and prioritize higher order thinking every day
6. Provide opportunities for engagement of students within/beyond the school day
7. Seek community support for schools and family involvement in student life
8. Develop responsible and respectful behavior and habits of kindness
9. Manage for the best use of resources to maintain safe, supportive buildings
10. Develop partnerships that inform and enhance safety and security

The Superintendent of Schools is responsible for establishing both long-term Department goals as reflected in Policy ADA School System Goals and annual school goals through leadership of the School Core Competency (SCC) planning process.

References: Policy ADA School System Goals

ADOPTED: August 21, 1989

REVISED: June 10, 2020



SCHOOL SYSTEM GOALS

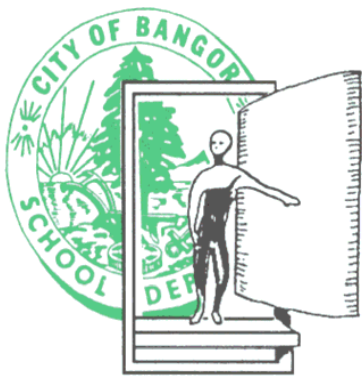
In order to pursue academic excellence across the organization, the Superintendent shall be responsible for establishing goals that direct the individual and collective efforts of the schools. Department goals are embodied in the current Bangor School Department Ten Year Plan and are enacted primarily through the annual School Core Competency (SCC) continuous improvement planning process.

The Superintendent will lead the SCC process that considers education research, local, state and national achievement trends, and other valid and reliable sources of information and professional learning to establish short-term and long-term goals and objectives that prioritize and communicate the work of the schools.

ADOPTED: September 29, 2010

REVIEWED: September 11, 2019





FOURTEENTH STREET SCHOOL

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 Phone: (207) 941-6350 Fax: (207) 941-6289

M E M O R A N D U M

To: Dr. Betsy Webb, Superintendent

From: Lynn Silk, Principal

Date: June 12, 2012

Re: Research Review

Thank you for this opportunity to research a topic that is both current and of great interest to me: the correlation between co-curricular activities and success in school. The corpus of research on this topic is extensive. Research over the past 30 years indicates that there is a strong positive correlation between participation in athletics, school clubs, the arts and success in school. Below please find bullets providing more details on the positive effects of extracurricular activities on academic success, student wellness, attitudes and perception, and behavior. I am available, at your convenience, to discuss this report or to provide additional information.

Research shows:

- *In relation to achievement:*
 - Significant relationships exist between co-curricular participation and academic achievement—this correlation is strongest in mathematics (Stephens & Schaben, 2002; Fredricks & Eccles, 2008; Moriana et al., 2006; Schlessner, 2004)
 - Students who participate in athletics are more likely to have a higher grade point average than nonparticipants (Stephens & Schaben, 2002; Won, 2010; Fredericks, 2011; Schlessner, 2004; *National Federation of State High School Association-NFHS*)
 - High participation athletes (at least one sport each year of high school) outperformed low-participant athletes in class rank, overall GPA and math GPA (Stephens & Schaben, 2002)
 - After school activities benefits students in their performance best if there is a balance of academic and sports related activities. (Moriana, 2006)
- *In relation to Wellness*
 - Participation in athletics can help students build discipline, set goals, organize time and develop self-confidence (Stephens and Schaben, 2002)
 - Participation in a range of extracurricular contexts can provide youth with a variety of developmental experiences, opportunities to explore different interests, learn various skills, and to develop a larger social network of adults and peers (Fredricks, 2011)

Lynn Silk
Principal

Jori Briggs
Secretary

Dana Morse
Guidance Counselor

- Students learn what it takes to work together and strive for the same goal--learning team building skills and cooperative behavior (Schlesser, 2004)
- Activities support the academic mission of schools as students who participate in activity programs tend to have higher GPA better attendance, lower dropout rates, and fewer discipline problems than nonparticipating students (NHSF)
- *In relation to attitudes/perceptions*
 - Participation in a range of organized contexts is related to motivation and school completion rates (Fredricks, 2011)
 - Activity involvement can improve students' non-cognitive skills such as task persistence, interpersonal communication skills, goal setting skills, independence, higher self-esteem, resiliency, following instructions and working with others which can in turn increase achievement (Fredricks, 2011; Fredricks & Eccles, 2008)
 - Extra-scholastic activities have been associated with an improved educational level, more interpersonal competencies, higher aspirations, a better attention level, increased critical thinking, personal and social maturity, and higher motivation. (Morian, 2006)
 - Involvement on a team or group allows students to feel more involved in school (Schlesser, 2004; Fredricks & Eccles, 2008)
 - Involvement in supervised and organized activities after school is associated with positive outcomes while participation in unsupervised and/or unstructured contexts is related to less favorable adjustment (Fredricks et al., 2008)
- *In relation to behavior*
 - Students involved in interscholastic sports are less likely to exhibit school-related social conduct problems such as fighting and misbehavior—even after accounting for SES, age, standardized test scores, family and school characteristics (Stephens and Schaben, 2002; Fredricks & Eccles, 2008)
 - Extracurricular involvement can increase youths' sense of belonging and commitment to school and reduce their likelihood of dropping out of school (Fredricks, 2011; Fredricks & Eccles, 2008, NFHS)
 - Students who spend no time in extracurricular activities are 49% more likely to use drugs and 37 % more likely to become teen parents than those who spend 1-4 hours per week in extracurricular activities (NFHS)

Reasons to Encourage Extracurricular activities

- Because of the potential academic benefits of participation in extracurricular activities, both in the short and in the long term, schools should encourage and support greater student involvement in extracurricular activities to help meet requirements of NCLB (Fredricks, 2011)
- Looking at school budgets activity programs are an exceptional bargain when compared with the overall school education budget (Schlesser, 2004)
- Extracurricular activities in high school appear to be one of the few interventions that benefit disadvantaged students (NFHS)

Sources

The case for high school activities (2002). *National Federation of State High School Association (NFHS)*. Retrieved May 12, 2012 from www.nfhs.org.

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Grafford, Diana. (2009). The correlation between extracurricular activities, G.P.A. and self-esteem. *National Undergraduate Research Clearinghouse Site at <http://clearinghouse.missouriwestern.edu>*

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Schlesser, C.E., (2004). The Correlation between extracurricular activities and grade point average of middle school students. *University of Wisconsin-Stout*.

Stephens, L.J. & Schaben, L., (2002) The effect of interscholastic sports participation on academic achievement of middle level school students. *NAASP Bulletin* 86.

Wang, J. The impact of extracurricular activity on student academic performance. Retrieved May 12, 2012 from www.csus.edu.

Won, S. J. & Han, S. (2010) Out-of-school activities and achievement among middle school students in the U.S. and South Korea. *Journal of Advanced Academics*, 21: 628-661.

CODE OF CONDUCT

The Bangor School Department believes that personal and collective achievement across the learning community is enhanced by observing and working toward six core elements of the Code of Conduct: Character, Citizenship, Collaboration, Communication, Creativity, and Critical Thinking. These expectations apply to all members of the greater Bangor School Department community and extend to all school activities.

- Character** Be a trustworthy person who knows what is expected and does what is right
- Tell the truth
 - Do your own work on assignments and tests
 - Take responsibility for your actions and be a positive role model for others
 - *If you see something, say something*—Inform an adult right away about possible damage to property or harm to others
- Citizenship** Be a courteous citizen who acts appropriately and ethically at all times
- Honor others' physical space. Keep hands, feet, and objects to self
 - Show appreciation and care for the property of the school and others
 - Take responsibility for actions and learn from both success and failure
 - Contribute to an environment where all individuals feel safe, valued, and supported
- Communication** Be a thoughtful communicator who exchanges information and ideas purposefully and respectfully
- Use kind, considerate, polite, and safe language and gestures
 - Seek and offer assistance when it is needed
 - Work through problems, disagreements, or conflicts respectfully
 - Develop and use communication skills to accomplish goals
- Collaboration** Be an engaged member of the community who interacts with others positively and productively
- Follow school rules and guidelines
 - Give and receive helpful criticism and feedback
 - Develop positive connections within and beyond the classroom
 - Seek opportunities to contribute in various group roles, including leadership
- Creativity** Be a person who turns ideas into action
- Ask questions that help clarify and guide
 - Consider all ideas and/or solutions
 - Give your best effort to reach your highest potential



- Develop lifelong habits of tenacity, perseverance, and resilience

Critical Thinking Be a goal-setter who diligently goes after academic and personal success

- Attend school regularly. Arrive on time
- Complete assigned tasks to the best of your ability
- Evaluate progress and work through problem solving
- Challenge yourself to be a difference maker in the greater school community

The following is designed to accommodate existing learning and developmental differences of students associated with any violation of the Conduct Code. Behavior related to a child's disability will be managed consistent with applicable laws and regulations.

Level I Consequence Disciplinary action administered by the classroom teacher

Level II Consequence Disciplinary action administered by the Principal (or designee)

Level III Consequence Disciplinary action administered by the Superintendent or School Committee

Consequences (Schedule A) Adherence to the Bangor School Department Code of Conduct is expected. Failure by students to behave as required will result in specific consequences for unacceptable action(s). Attached is a listing of appropriate consequences (Schedule A).

References: This code of conduct was adapted from the Six Global Competencies for Deep Learning from the text *Deep Learning: Engage the World Change the World* by Michael Fullan, Joanne Quinn, and Joanne McEachen.

ADOPTED: February 7, 2000

REVISED: June 10, 2020



BSD Ten-Year Strategic Plan 2020-2030

Appendix F: Co- and Extracurricular Activities Program

Introduction:

The Bangor School Department considers the co- and extracurricular activities program a reflection of the academic program. Research consistently proves that participation in school-sponsored co- and extracurricular clubs and activities enhances self-concept (Bloomfield, Barber 2009) and achievement among all students (Everson, Millsap 2005) with impacts that persist measurably through the college years (Lipscomb 2007). Over the next decade, we will continue to prioritize offering a comprehensive and diverse PK-12 program. We do so with the continued belief that a habit of engagement and a value for connecting and collaborating with others will feed back to the classroom in their time as students and forward to the community as they live, work and lead as adult citizens.

Challenges & Opportunities over the Next Decade:

Challenges to Face:

- Enduring economic pressures on families and the community.
- Attracting and retaining outstanding coaches, advisors, and mentors.
- Responding to a changing culture of participation and engagement.
- Increasing travel time, costs to compete athletically beyond the region.

Opportunities to Seize:

- Sustaining a comprehensive, successful program to draw students.
- Embracing community diversity to enrich the activities program.
- Generating interest in the program with attractive, high-quality facilities.
- Cultivating partnerships within the region to enhance the program.

Mission, Vision, Core Values, and Core Competencies of the Activities Program

Mission: We provide a diverse activities program that connects students and adult mentors and inspires them to grow, thrive, and aspire continuously for excellence through engaged participation.

Vision: A habit of engaging students in the activities program will extend the learning environment, strengthen interpersonal connections, promote individual and group achievement, and enhance student wellness and readiness for college, career and life after their time in Bangor schools.

BSD Core Values as Pursued through the Activities Program:

1. **Excellence:** Whether they be classroom or court, library or laboratory, stage or studio-- the spaces where the activities program occurs are learning environments where students are supported and challenged to pursue individual and collective excellence.
2. **Learning & Teaching:** Leading our students as a coach, advisor or mentor in the activities program directly parallels teaching in our classrooms, where purposeful guidance, quality

communication, high expectations and a growth mindset create conditions where adults and students can pursue and achieve excellence.

- 3. Engaged Relationships:** The most valuable takeaways from engagement in the activities program are the personalized connections and the enduring skills of collaboration, goal-setting, and persistence that emerge between and among students and coaches, advisors and mentors as they pursue excellence together.
- 4. Safety & Well-Being:** A diverse activities program that appeals to broad interests gives opportunity for all students to feel a sense of belonging and connection that is critical to their prosocial development, decision-making, and health & well-being as students and future adult community members.

BSD Core Competencies as Reflected in the Activities Program:

1. Prioritize the activities program with time and resources.
2. Align professional development of coaches, advisors and mentors with district goals.
3. Diversify the activities program in response to system and student needs.
4. Consult / conduct research to inform review and refinement of the activities program.
5. Establish a professional model of coaching, advisorship, and mentorship.
6. Create opportunities for student participation in the program before and after school.
7. Seek community partnership and support for the activities program.
8. Model and expect responsible, respectful behavior among program participants.
9. Use of resources to ensure safe, accessible and quality program facilities.
10. Develop partnerships that inform and enhance safety and security of participants.

Goals of the Activities Program

Excellence

1. 100% of participants at all levels will set and pursue performance goals / desired outcomes of their participation in the activities program.
2. Annually during each annual season of participation or competition, individual participants and / or teams will earn recognition for excellent performance.
3. 100% of schools will coordinate student mentoring and role modeling to build aspirations in younger students.

Learning and Teaching

1. By the fall of 2025, a comprehensive professional model will be in place to drive selection, development, and evaluation of coaches, advisors, and mentors.

2. By the fall of 2025, 100% of coaches, advisors and mentors will be trained in the comprehensive professional model pertaining to their role in the activities program.
3. 100% of coaches, advisors and mentors will engage in professional development that enhances their skills in the position.

Engaged Relationships

1. 100% of programs will utilize the BangorApp to communicate and engage with participants and families.
2. 100% schools will coordinate student mentoring / role modeling to build aspirations in younger students.
3. 100% of schools will partner with community organizations or institutions to support, develop or diversify the activities program.

Safety & Well-being

1. 100% of activities will utilize the BangorApp for both routine and emergency communication with participants and families.
2. By fall 2022, a multi-sport turf field and track facility will be completed and ready for use.
3. 100% of coaches, advisors and mentors will be trained in CPR, First Aid and district safety plans and procedures and will renew training timely.

Resources

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